

1st Term

Skills	Contents	Classes
<p>Speaking Reading Listening Writing</p> <p>Students are expected:</p> <p>1.1</p> <ul style="list-style-type: none"> -to understand the history of the English language -to recognize languages -to discuss the origin of languages -to learn about the different ages of the language -to acknowledge the importance of the English language -to recognize loans and Anglicisms 	<p>0. Get linked Revisiting grammar structures</p> <p>1. English Worldwide 1.1 Developing a worldwide language</p> <p>Grammar</p> <ul style="list-style-type: none"> - Verb tenses in the past - The genitive - The double genitive - The double possessive 	<p>54</p>

<p>1.2</p> <ul style="list-style-type: none">- to discuss the importance of pop music- to discuss the existence of different varieties of the English language- to question about the future of English- to learn the differences between British and American English- to acknowledge the existence of endangered languages <p>2.1</p> <ul style="list-style-type: none">- to learn about human rights- to talk about violations of human rights- to discuss common violations- to learn about freedom fighters- to learn about population movements	<p>1.2 Englishes around the world</p> <p>Grammar</p> <ul style="list-style-type: none">- The passive- Impersonal passive structures <p>2 Citizenship and Multiculturalism</p> <p>2.1 Human rights</p> <p>Grammar</p> <ul style="list-style-type: none">- The gerund- The to-infinitive- Inversion of the subject	
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2nd Term

Skills	Contents	Classes
<p>Speaking Reading Listening Writing</p> <p>Students are expected:</p> <p>2. Citizenship and multiculturalism 2.1 -to learn about freedom fighters</p> <p>2.2 -to learn about population movements -to recognize different types of migrations -to discuss popular immigration countries</p>	<p>2.1 Human Rights Grammar -Inversion of the subject</p> <p>2.2. Immigration Grammar -Conditional Clauses -Inversion in Conditional Clauses</p>	<p>54</p>

<p>3. Democracy and Globalisation</p> <p>3.1</p> <ul style="list-style-type: none">- to discuss the meaning of globalisation- to question the advantages of the European Union- to refer European institutions <p>3.2</p> <ul style="list-style-type: none">- to discuss the impact of globalisation- to learn about POP Art- to identify global symbols	<p>3.1 Building a Democratic Europe</p> <p>Grammar</p> <ul style="list-style-type: none">-Expressing the Present and the Future <p>3.2 The world going global</p> <p>Grammar</p> <ul style="list-style-type: none">-The reported speech-Connectors of contrast	
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3rd Term

Skills	Contents	Classes
<p>Speaking Reading Listening Writing</p> <p>Students are expected:</p> <p>4 1950s - 1990s: culture, art and society</p> <p>4.1</p> <ul style="list-style-type: none">-to identify important personalities of the 20th century-to speculate about life in different decades-to refer to the Beat Generation-to recognize the characteristics of Modern Art Movements-to discuss the role of women <p>4.2</p> <ul style="list-style-type: none">-to identify native peoples-to distinguish Maoris, Aborigines, Native Americans-to discuss cultural identities	<p>4.1 Cultural 20th Century revisited</p> <p>Grammar</p> <ul style="list-style-type: none">-Impersonal pronouns-the present subjunctive	<p>32</p>

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